Modern Journal of Social Sciences and Humanities
ISSN: 2795-4846 Vol. 5 (2022)
https://mjssh.academicjournal.io/index.php/mjssh

# MODERN APPROCHES TO LANGUAGE TEACHING IN UZBEKISTAN

***Qosimova Zarguloy Abinjon qizi***
*Andijan State University, Faculty of Foreign Languages*
*3rd year student of English language and literature*

**Abstract:** It is apparent that, there has been dramatically high interest and requirement for learning foreign languages in the last several decades in order to achieve personal and professional development. Because of this reason, modern pedagogy of 21st century faces a challenging task to teach a foreign language peculiar and more effective methods and approaches. Therefore, this study purposes to explore some useful ways of teaching Russian and Uzbek as a foreign language (RFL and UFL).
**Keywords:** Russian as a foreign language (RFL), Uzbek as a foreign language, learning aspects .modern methods, collaboration, computer technologies

Every year, more and more foreigners living in Russia and abroad are interested in the Russian language, are willing to learn it and become competent Russian speakers. AS well as the Uzbek language is getting prominent because of noticeable attention by the government . However it is not a secret that,new learners have difficulties in using the language in real life. Thus, nowadays modern educators are expected to combine four skills in teaching RFL and UFL. According to the idea of Surygin, "the four language skills acquisition (listening, reading, speaking, writing) depends, first of all, on the academic discipline and on the linguistic competence level of the learner. "As well as not only level of students but also teaching materials should be chosen correctly in accordance with their nationality, religion, gender, age, outlook and psychology. For example, some stories for reading, making short and common dialogues for speaking, creating texts in the themes of "About Myself", "My family", "My country" for development of writing and watching Russian and Uzbek videos, news reports with subtitles, singing song with lyrics are likely essential for listening . The reason why, if a lessons don't conduct with the combination of these four skills, using of target – language will become more and more difficult for learners in real life.

Moreover, educationalist Ken Robinson claimed that, "education systems should recognize that "most great learning happens in groups", because "collaboration is the stuff of growth". By all means, group working to communicate in any language, learners need to talk to each other. Therefore, language classes are a very natural place to use collaborative learning strategies .When learners work in groups it opens a door to their improved achievement, retention of learning and social relationships, as well as increase in their self-confidence. It can reduce the stress of contributing to a whole class situation and give more time for learners to work at their own pace. Also, work in pairs or in small groups, the chain, press conference, brainstorming, team games, assignments, linguistic games, puzzles, crosswords, roleplaying and simulation games, case studies, project technology, the tandem method, interactive tours, quests and web-quests, literature and musical compositions, discussions, multimedia and Internet technologies, podcasts, edutainment technology, critical thinking

development, contests of reciters and literary conferences, and festivals of Russian speech. These types of work are universal, since they correspond to the different stages of learning and can be used to develop social, cultural, and scientific speech skills.By them teacher can make a friendship atmosphere and communication, design –making,problem-solving and team –working skills and capacities are educated.

In addition, as Krotova mentioned that,” the cultural area of study is related to the study of Russian culture’s place and role in teaching Russian. It encourages teachers to teach various aspects of Russian and Uzbek culture to international students, reflects the learner’s interest in Russia and Uzbekistan and in native speakers’ lifestyle and creates conditions for getting fluent in Uzbek or Russian in its cumulative function “.It is absolutely true that, if lessons are made with the integration of linguistic and culture, it serves to teach vocabulary and phraseology teaching methodology, which is related to the linguistic area of study.It can also be considered as a way of developing the socio-cultural component of communicative competence, which is related to the communicative area of study. Additionally, students are able to find out new information about social and cultural differences or issues,customs and traditions,national,local and religious holidays, characters of native speakers, national dishes or others that can develop cultural awareness and student can know how to build bridges through intercultural dialogue.

If, a target-language teaching or learning are being discussed it should be strongly emphasized that,we can’t imagine our every lesson without computer technologies.Because,”One of the best and fastest ways for non-philology students to become fluent in Russian is to use new learning tools, such as computer technologies that play an important role in modern life and foster the learning process “(Ismailova, Gleason, Provotorova and Matukhin 2016). At least as a role of “ The Resource” an educator may create digital –language trainings, computer-based learning and assessment programs, distance education courses and educational websites or share beneficial educational material in e-version with students.These kinds of tools assist to attract learners easily and accelerate the Russian language learning process.

By the way of conclusion, RFL and UFL are getting more well-known in the world language education as modern methods of teaching develops.Therefore, prospective the Russian and Uzbek language teachers can conduct their lessons with aforesaid techniques. Accordingly, teaching methods, principles and educational tools are being updated, and new trends are emerging in RFL and UFL teaching.

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